



# AASA Annotated Writing Samples

## Grade 7



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## INTRODUCTION

The AASA ELA test will have a Writing unit and a Reading Unit 1 and Unit 2 for all grade levels. The structure of the sample test Writing test is similar to the actual AASA Writing test. Each Writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT) Writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper test booklet or on the computer in TestNav.

**CBT**—On the CBT Writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and an area on the computer in TestNav to enter their “final” response.

**PBT**—On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response in their test booklet. On paper, the Writing Guide will also appear after the writing prompt and before the “final” copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of 0.375” for grades 3 and 4 (wide ruled) and 0.3” for grades 5–8 (college ruled).

Students are required to read passages associated with a topic then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. This guide provides sample student responses which were scored using the AASA Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received as well as a description of the task and additional notes about scoring. Examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

For more information on the Writing Guides available to students and the rubrics used to score writing responses on AASA visit the ADE website under “AASA Writing Resources” [HERE](#).

## **WRITING PROMPT**

### **Roadside Attractions**

Roadside attractions were built in the mid-1900s to attract travelers and get them to stop. Some of these sites still remain for people to see.

Write a multiparagraph informative essay about why the historic attractions that still remain continue to be meaningful. Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- Use evidence from multiple sources.
- Avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Enter your response in the space provided.



## Writing Rubric

### Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
<b>Purpose, Focus, and Organization</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Strongly maintained controlling idea with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and objective tone established and maintained</li> </ul>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>Appropriate style and objective tone established</li> </ul>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Focused controlling idea but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</li> <li>Few or no transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

## Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
<b>Evidence and Elaboration</b>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>
<b>Score</b>	<b>N/A</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Conventions</b>	<p>(2-point rubric begins at score point 2)</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

## SAMPLE STUDENT RESPONSES

### Grade 7

**Student-1**

**Score Point 4/4/2**

The American roadside attraction is one of the country's defining features. They bring joy and knowledge to every individual that visits, and are immensely filled with culture and pride in hosting vicinities. What with their enticing appearances and historical backstories, roadside attractions continue to captivate the hearts of many and are still incredibly meaningful today.

Quite a few of these attractions were built in the 1900's and are still standing today. Many of their backstories involve the national highway system of the 1950's, and how it was increasingly difficult for small towns to gain wealth if little to no people stopped by. For towns such as these it was "challenging to coax travelers off interstates and into [them]" (Source 1, paragraph 3). To combat this, towns started to create ideas, peculiar oddities to gain tourists, and thus began the tradition of roadside attractions. Many involve sculptures of items the hosting town is famous for, such as "the World's Largest Light Bulb" (1, 4) in Edison, New Jersey. This is a reason that tourist attractions are still meaningful today: they brought fame and tradition to small town economies,



## Grade 7

Student-1

Score Point 4/4/2

Sights such as these are able to bring people together based on similar experiences and shared histories. Whether it be meeting at these attractions or performing together at them, these bonds can last a lifetime. Source two tells the story of Jeff Winkler and Kelly Burg, who enjoy discovering history regarding attractions, and after the Missouri Aquarama show, they wanted to get to know the people and spent "seven years tracking them down" and "arranged a reunion" (2,5). Human relationships are important for growth, and roadside attractions can build them.

Many such roadside attractions have a rich history behind them and are able to impart their stories to generations through their fun and somewhat outlandish exterior stories. Although most of them have lost their original purpose and have "fallen in popularity and in their ability to produce income" (1,8), their importance to the people have kept them loved and stronger than ever. People who are willing and curious to discover historical influences of their favorite sights are surely blessed, because



## Grade 7

Student-1

Score Point 4/4/2

"American roadside attractions have stories to tell" (2,1). Quite a bit of people can agree, whether they work at these attractions or are merely visiting, roadside attractions are "an important part of American history (3,4).

Roadside attractions may be seen as frivolous wastes of time by some, but to those drawn by their deep histories and attracted by their quaint appearances, it is anything but. From their exuberant performances to the quiet displays of others, they are all considered an important item to American culture as a whole.

<b>Grade 7</b>
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**Student-1 Annotation****Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task, with emphasis on the clear controlling idea of why the historic attractions that still remain continue to be meaningful. Transitional strategies are varied and skillfully used to keep the relationships between and among ideas clear (*What with, To combat this*). Ideas progress logically throughout the response, and the introduction and conclusion are both satisfying.

**Evidence and Elaboration - Score Point 4**

The response provides thorough and convincing support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Evidence is smoothly integrated, thorough, and relevant. References to sources are precise, with citations embedded in the response using parentheses (*Source 1, paragraph 3*). Elaborative techniques such as quotations and examples are effectively used, and precise language clearly and effectively expresses the student's ideas (*enticing, captivate, frivolous*). Sentence structures show much variety, demonstrating facility with language.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, and capitalization are consistently correct with a few errors. Sentences are formed properly, even when long and complex. There are some misspellings, but not enough to display a systematic pattern.

## Grade 7

Student-2

Score Point 4/4/2

Sites that line the roads going to far places have continued to be staples in US history, despite many having closed down more than a lifetime ago. Roadside attractions, such as gift shops near beautiful scenery or fascinating fake creature enclosures, have been something people can look forward to seeing while traveling, and they don't even need to be open for one to pause their travels and make a stop. Whether closed or open, these attractions draw in people who may just be seeking a quick break or who are searching for the history inside.

As stated prior, many hunt down old attractions in pursuit of uncovering more about the history they hold. An example of people searching for things from the past in these attractions are Jeff Kunkle and Kelly Burg who ventured through

## Grade 7

Student-2

Score Point 4/4/2

the US:" It was this natural curiosity that led them to begin searching old highways and forgotten small towns for once-popular roadside attractions' (Source 2 paragraph 2). This couple travelled to places nobody had been in for decades to learn about what used to be there via the information they got from the roadside attractions.

Though very old, plenty of attractions from the 30's to 60's are still open and function as tourist traps. Route 66, for example, has many attractions that line the road and draw in curious visitors. A documentary on the route states, "Although the original Route 66 was eliminated in 1985, many parts of it are still drivable, and many of the attractions can still be visited" (Source 3, paragraph 4). Route 66 and other areas like it still have destinations that provide entertainment and

## Grade 7

Student-2

Score Point 4/4/2

necessities for tourists.

Finally, roadside attractions bring in many customers and thus provide good income for whichever small towns surround them. Tax payer money may be used to fund the renovation of some places, but if an attraction is near a popular highway or interstate then it's likely that it'll be a successful attraction.

Overall, the reasons listed above are enough to show the value of old attractions when it comes to America. For the sake of uncovering the past, providing tourists with things, or making money, attractions continue to be important for the US.

**Grade 7****Student-2 Annotation****Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task, concentrating the controlling idea of why the historic attractions that still remain continue to be meaningful. Transitional strategies are varied and skillfully used to keep the relationships between and among ideas clear (*such as, for example, Although*). It has a clear and effective organizational strategy that leads to coherence and completeness. Information is closely related to the controlling idea, which is strongly maintained. Ideas progress logically throughout the response.

**Evidence and Elaboration - Score Point 4**

The response provides thorough and convincing support, citing evidence for the controlling idea that includes the effective use of sources, facts, and details. Evidence is relevant and integrated smoothly and thoroughly. References to sources are precise (*Source 2 paragraph 2*), and elaborative techniques such as quotations and examples are effectively used. Ideas are expressed clearly and effectively in precise language, and facility with language is displayed in a variety of sentence structures.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage, and punctuation, capitalization, and sentence formation are all adequately used.



## Grade 7

Student-3

Score Point 4/3/2

PS 2000

### The Historical Significance of Roadside Attractions

Roadside Attractions were built in the 1930s and became popular in the 1950s. As automobile traveling was more popularized around this time (The Rise and Fall of the Roadside Attraction), small towns found ways to make money off of tourists on the road. This helped boost and stimulate the economics of small towns throughout the U.S. Roadside attractions were designed as a diversion on the way to someplace else. The attractions were very unusual which entertained travelers.

It became harder to attract tourists into small towns because the highway system grew significantly in the 1950s. As stated in "The Rise and Fall of the Roadside Attraction," the challenge to get more visitors gave rise to a category of roadside attractions: the "world's largest." Many attractions became famous thanks to their odd architecture. Some roadside attractions used creatures such as mermaids and space aliens to gain popularity. Unfortunately, many attractions

**Grade 7****Student-3****Score Point 4/3/2**

that were once famous, lost their popularity and their ability to produce a stable income.

Roadside attractions in the U.S. are a very meaningful part of the country's history ("Route 66 Roadside Attractions in Arizona.") It shows later generations how people in the mid-1900s spent their time. They also tell us about the history and economy of the small towns they belonged to.

Towns were and still are heavily influenced by these attractions. It's important we preserve the history of roadside attractions so current and future generations can learn about these astounding historical magnets.

Sources:

"The Rise and Fall of the Roadside Attraction"

"Route 66 Roadside Attractions in Arizona"

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**Student-3 Annotation****Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is adequately sustained and generally focused within the purpose, audience, and task on the controlling idea – that these attractions are historically significant. The response begins with a wealth of information about roadside attractions and finally addresses why they remain meaningful in the conclusion (*It's important we preserve the history of roadside attractions so current and future generations can learn . . .*). While this approach is unusual, it doesn't mean the responses is any less valid.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts and details. Most references to the text are clear and include citations (*As Stated in "The Rise and Fall of the Roadside Attraction," the challenge to get more visitors gave rise to a category of attractions. . .*). The expression of ideas is adequate, with precise language often used. The vocabulary is appropriate to the audience and purpose, and sentences are varied.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, capitalization, sentence formation and spelling are all adequate, with very few errors overall.

## Grade 7

Student-4

Score Point 4/3/2

Roadside attractions are still meaningful today. They offer many opportunities and give a chance to make amazing memories with family and friends. Let me tell you about a couple reasons why.

Starting off, roadside attractions were built to entertain, and help stimulate the economies of small towns. They offered great opportunities to see and do things you wouldn't be able to do everyday. Even though that was years ago, many of these attractions still remain open and allow you to make these same memories. For example, the largest dry cavern in the West. Tourists and visitors get the chance to tour the cavern far beneath the surface. After the tour they can play some rounds of mini golf on a course scattered with dinosaur statues. If you go farther down the road motorists can drive through parks filled with wildlife such as bears and bison. If you wanted to get some

## Grade 7

Student-4

Score Point 4/3/2

souvenirs and snacks, you can head over to a trading post advertised on billboards as far away as Missouri! You can also get pictures with unique larger-than-life roadside characters.

Continuing, many monuments tell stories that not many people know about. For example, the gigantic Boll Weevil monument in Enterprise, Alabama. This signifies the plague of insects that destroyed the region's cotton harvest. It was created to remind farmers of the danger of relying on just a single crop. Another attraction might be the World's Largest Calumet Bottle in Collinsville, Illinois, which was a water tower decorated to look the way it does now. This bottle is also on the national historic landmark registry. As well as the Foamhenge built from foam blocks in Centerville, Virginia. Which is a copy of England's

## Grade 7

Student-4

Score Point 4/3/2

Famous Stonehenge monument, with other structures built to resemble some of the products that were sold inside.

Many of these sites use roadside attractions as their "claim to fame". They were meant to entertain weary travelers and be diversions on the way to somewhere else. There are many more roadside attractions that hold fun pastimes and oversized curiosities as well.

In conclusion, roadside attractions can still be meaningful and memory filled for everyone. "Just start in your town and the surrounding area, and take roads you're unfamiliar with. You'd be surprised what you can find," says Jeff Kunkle.



<b>Grade 7</b>
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**Student-4 Annotation****Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. The controlling idea of why the historic attractions that still remain continue to be meaningful is clear, and an effective organizational structure groups information according to the ways attractions are meaningful. Transitional strategies are varied and skillfully used to keep the relationships between and among ideas clear (*Starting off, Even though, You can also, Continuing*). Ideas progress logically from beginning to end without lapses, and the introduction and conclusion are both satisfying.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Relevant information from sources is integrated, with some references remaining general and some more precise (*For example, says Jeff Kunkle*). Elaborative techniques are utilized adequately, especially the use of supporting evidence from the text. Expression of ideas is adequate; both general and precise language are utilized. Vocabulary is suited to the audience and purpose, and variation in sentence structure is displayed. Please note that with only referencing the sources (*For example*), but without citing the sources (*Source 1, [or] Route 66 Roadside Attractions in Arizona*), the highest score a response can reach in EE is a 3.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There are a few minor errors in spelling (*Missoui, passtimes, travalers*), but usage, punctuation, capitalization, and sentence formation are all adequate, with very few errors overall.

## Grade 7

Student-5

Score Point 3/3/2

Roadside attractions were made in the mid-1900s. They were to get people off their route and check out odd and amazing things. Let's read about why they are important to American history.

First of all, what are roadside attractions? Roadside attractions were placed on the side of roads to make travellers come visit. Many of them had odd things like oversized frying pans. Some of these places have world records like Kansas, who won the award for "the world's largest twine ball" (Source 1). Many attractions still exist today.

These amazing attractions may entertain travellers but that wasn't their only purpose. A lot of the towns that did have

## Grade 7

Student-5

Score Point 3/3/2

roadside attractions wanted to make money. They hoped visitors "would pay admission fees or purchase gas" (source 1) during their time in the town. Many places also got popular by the roadside attractions. One couple, Kunkle and Burg, decided "to keep those stories alive" (Source 2) by creating souvenirs of all of the places they visited. These attractions are fun and help raise money for towns.

Even though many of these towns have closed down, many of them still exist. Although Route 66, known for all the strange and amazing sights, was closed down in 1985, people are still able to drive down different parts of it. Some attractions have wildlife parks and allow people to "see bears and bison" (source 3). Others let visitors "tour the cavern far beneath the desert sun" (source 3). Places

## Grade 7

Student-5

Score Point 3/3/2

like these are kid friendly, like the "Missouri Aquarima show" (source 2) which lets kids see the wonders of sea creatures such as mermaids. There are many more interesting stories and sights in these little stops beside the road.

Roadside attractions are important for American history, whether that's because they raise money, hold a world record, or just keep travellers interested. Maybe now you will be inspired to travel down a road and stop at one of the many attractions

<b>Grade 7</b>
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**Student-5 Annotation****Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task. The task about why the historic attractions that still remain continue to be meaningful was addressed by showing how the roadside attractions "*are important to american history*". Organizational structure is evident, with related ideas grouped into paragraphs, creating a sense of completeness. Transitions are used to clearly connect related ideas (*Which lets, such as*). Ideas progress adequately and consistently from the beginning of the response to the end, while the introduction and conclusion are sufficient.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Relevant information from sources is integrated, with some references general and some more precise ("*the world's largest twine ball*" (*Source 1*)). Elaborative techniques are used adequately to explain the provided evidence. Vocabulary is suited to the audience and purpose, and variation in sentence structure is displayed.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, capitalization, sentence formation and spelling are all adequate, with very few errors overall.

## Grade 7

Student-6

Score Point 3/3/2

Roadside attractions are meaningful because they allow us to see in the past, old roadside attractions especially, because we can go through many old ideas + maybe true facts and we could also make memories, you only have one life so live to the fullest. They are meaningful in many ways, they might have historic value, sentimental value, or just any value. The gigantic Boll weevil (pg. 6) has a historic value it tells you that during an plague insects destroyed crops now they learned not to be so dependent on one crop because during the plague that was the one crop they had and it got destroyed. Now they know to always keep more than one type of crop. The Missouri Aquapama show (pg. 8) has a sentimental value because the kids or adults (anyone) would see the mermaid and be amazed and they would keep it as a memory forever. So when the kids who saw mermaids get older they will remember



## Grade 7

Student-6

Score Point 3/3/2

that as a memory of a lifetime, and they will tell others then others will get interested to and they will go there to make their own memories. As I told you they all have a value, it could be a lesson, or history, or meaningful. It's meaningful because not only does it give you entertainment but it also give the person who MADE it money so by stopping to look at attractions your also helping someone make money, like in New Mexico there is a giant pepper and there is a gift shop next to it (i think) after you are done taking pictures you are probably going to check out the gift shop because you came all the way to see something so you are probably going to want a souvenir, by buying things in the gift shop your helping the owner make money. Also by looking at roadside attractions like Billboards your gonna want to go and see what that is about and your probably going to spend some money.

## Grade 7

Student-6

Score Point 3/3/2

So ~~that~~ roadside attractions are purposefull, some have sentimental value, some give you lessons, some have historic value, and some make money.

The main uses are for

Overall i think roadside attractions are usefull the main purposes are to make memories and money.

Now i've told you my reason and thats why i think roadside attractions are usefull, meaningfull.

**Grade 7****Student-6 Annotation****Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task. The controlling idea about why the historic attractions that still remain continue to be meaningful is clearly stated, and the response's information is organized around that idea. Transitions are used to clarify relationships between and among ideas (*Now, So then, As I told you*), and those ideas progress adequately throughout the response.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts and details. Relevant information drawn from sources is integrated into the response (*The gigantic Bol Weevil (pg 6) has a historic value*) and elaborative techniques are used adequately to develop ideas. The vocabulary is appropriate to the audience and purpose (*sentimental, memory of a lifetime, entertainment*).

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage. There are a few minor errors in capitalization (*i, Billboards*), and in sentence formation, but adequate command is displayed.

## Grade 7

Student-7

Score Point 3/2/2

The reason why road side attraction are still meaningful is because of there part in American history. Here are my reasons.

Road side attractions have been around for a very long time so that itself has meaning towards the historical background and memories people have had. Road side attractions that are still open today still serve a purpose. This could be to entertain, feed, or provide a place for people to sleep. Road side attractions also provide souvenirs for guests this is so guests can remember there visits this all can have meaning.

Another way these attractions have meaning

## Grade 7

Student-7

Score Point 3/2/2

Is how old they are. These attractions have a lot of history to them. They also mean a lot to the owners/builders and or the families of these people. These attractions that are still around also have weird and cool designs. On page 7 paragraph 6 it says, "Carved from palm blocks, it is a copy of England's famous Stonehenge monument." This is amazing that people can build things like that and have them last for a long time to even now!

My final reason why these attractions are meaning full is because of the memories you can make with family. When on a road trip most of the time your with family. So when visiting

## Grade 7

Student-7

Score Point 3/2/2

these places your going to make memories,  
have fun and share these stories with other  
people. You may even look back at  
pictures and wanna go back to that  
attraction. But that is my last reason.

All these reason have a point on  
why road side attractions that are still  
up today have meaning. And maybe after  
researching a little you would wanna  
visit one.



**Grade 7****Student-7 Annotation****Score Point 3/2/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task on the controlling idea of why the historic attractions that still remain continue to be meaningful. Organizational structure is evident, with information from the text grouped into paragraphs about why historic attractions continue to be meaningful. Transitions are used to clarify relationships between and among ideas (*Another way, My final reason*), and the style and tone are appropriate.

**Evidence and Elaboration - Score Point 2**

The response provides uneven, cursory support/evidence for the controlling idea. Sources, facts, and details are partially used. Support is drawn from the text, and a citation is present (*On page 7 paragraph 6 it Says*), but no source is identified, and the elaboration is inadequate. Expression of ideas is sometimes simplistic (*This all can have meaning*).

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There are a couple of minor capitalization errors and punctuation errors dealing with commas. Usage, spelling and sentence formation are all adequate, with very few errors overall.

## Grade 7

Student-8

Score Point 2/2/2

Historic attractions that remain continue to be meaningful because the attractions are fun and amusing for all ages. It also gives people an opportunity to explore small towns and see even more monuments.

The roadside attractions usually are not too serious and sometimes are big and even colorful. This makes it amusing for different ages and different kinds of interests. There is also some attractions that have interesting history about it and it is cool to see something in person that had some effect in history and is still preserved.

These monuments give people an opportunity and chance to explore more and see small towns. It sometimes even gives people an experience of different cultures. For example in Source 2, "It was this natural curiosity that led them to begin searching old highways and forgotten small towns for once-popular roadside attractions" (Source 2:

**Grade 7**

**Student-8**

**Score Point 2/2/2**

Searching for Stories Along American Roadsides).

In conclusion, these attractions continue to be meaningful because it makes nice and fun memories for all ages. It also gives a chance to explore more.

<b>Grade 7</b>
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**Student-8 Annotation****Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task, and is focused on the controlling idea (*Historic attractions that remain continue to be meaningful because the attractions are...*). Its organizational structure is clear, with ideas grouped into paragraphs around its main points. However, there is little information to organize. Transitional strategies are present, but little variety is demonstrated (*It also, There is also*). The introduction and conclusion are inadequate because the student simply reiterates the introduction in the conclusion.

**Evidence and Elaboration - Score Point 2**

The response provides uneven, cursory support/evidence for the controlling idea. Sources, facts, and details are partially used. Support is drawn from the text, and citations are present (*For example in Source 2, "It was this natural curiosity that led them to begin searching old highways and forgotten small towns for once-popular roadside attractions" (Source 2: Searching for Stories Along American Roadsides)*), but evidence is not sustained, and little information is present overall. Expression of ideas is sometimes simplistic (*it makes nice and fun memories*).

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There are a couple of minor usage errors, but not enough to show a pattern. Punctuation, capitalization, sentence formation and spelling are all consistently correct, with few errors.

**Grade 7****Student-9****Score Point 2/2/2**

### Roadside Attractions

The roadside attraction plays a great role in the telling of American history. They were very popular during the 1950s, as the automobile grew in popularity. These attractions grabbed the attention of tourists and visitors. "As automobile travel became more popular in the 1930s, small towns had found ways to lure road-weary tourists to stop and spend money there" (The Rise and Fall of the Roadside Attraction). Roadside attractions were eye-catching and unique.

The popularity of these attractions led to competition. Different cities and states would try to build more attractions, especially in order to get on the Guinness Book of World Records. "Many sites used strange architecture as their claim to fame" (The Rise and Fall of the Roadside Attraction). For example, Foamhenge, in Centreville, Virginia, was carved out of foam blocks to replicate the famous Stonehenge monument. These unusual sites hold a spoonful of American history.

**Grade 7****Student-9****Score Point 2/2/2**

American roadside attractions hold many stories. Many people, such as Jeff Kunkle and Kelly Burg, love to find more information about these sites. "The couple has always been interested in local history" (Searching for Stories Along American Roadsides). The history and tales of these attractions are delightful. The roadside attractions are considered to play a crucial part in American History.

<b>Grade 7</b>
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**Student-9 Annotation****Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task; it is organized loosely around the task about why the historic attractions that still remain continue to be meaningful (*The roadside attraction plays a great role in the telling of American history*). Its organizational structure is clear, with ideas grouped into paragraphs around its main points. However, there is little information to organize. Transitional strategies are used inconsistently, and the conclusion is inadequate or missing.

**Evidence and Elaboration - Score Point 2**

The response provides uneven, cursory support/evidence for the controlling idea that includes partial use of sources, facts and details. Evidence from sources is weakly integrated: sources are used and cited ("*As automobile travel became more popular in the 1930s, small towns had found ways to lure road-weary tourists to stop and spend money there*" (*Th Rise and Fall of the Roadside Attraction*)), but evidence is not sustained, and inadequate information is present overall.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, capitalization, sentence formation and spelling are all adequate, with very few errors overall.



## Grade 7

Student-10

Score Point 2/1/2

Road side attractions are something that has been in America for a long time. But they died down. Is it because people don't have time or that people don't want to anymore. No one I know really ever goes to attractions. Let me explain why attractions have meaning.

Long ago in the 1930's people loved seeing weird and unique things on vacation. But now there are a lot less. I think one reason why is a lot of people are flying or take other means of transportation. Attractions are meant for families who drive

## Grade 7

Student-10

Score Point 2/1/2

A car on the open road.

That does not mean they don't have meaning to people. Well yes lots of people probably don't care about them any more. That does not mean there isn't. Most people now like that the attraction represent American history. And it shows how America was back then.

Now, yes people also go just to see nice and cool things too. But it is amazing what the roadside attraction stands for, a fun escape and something new. But it's really not a thing any more. But the main meaning of them

## Grade 7

Student-10

Score Point 2/1/2

now is the Historic Value.  
That's what the meaning is and  
it is a great thing to attractions.  
If anyone ever wants to  
go down to one the attractions  
and explore, do so. Discover  
the historic value that  
is the meaning of road  
side attractions.

**Grade 7****Student-10 Annotation****Score Point 2/1/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task, with the controlling idea being why the historic attractions that still remain continue to be meaningful. It has an inconsistent organizational structure and transitional strategies are used inconsistently, with little variety (*Long Ago, Now*). Ideas progress unevenly, and the introduction and conclusion are inadequate.

**Evidence and Elaboration - Score Point 1**

The response provides minimal support/evidence for the controlling idea, making little use of sources, fact, and details. Most of the information in the response is not present in the source texts. The expression of ideas is vague, and the response's language and vocabulary are limited (*Now, yes people also go Just to see nice and cool things too.*).

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage. There are a few minor errors in capitalization (*People, Just*), and in spelling (*probarly, Ameica*), but adequate command is displayed.

## Grade 7

Student-11

Score Point 1/2/2

Historic attractions that continue will not remain as meaningful, as the years go by people will make it less of an importance. The generations that continue will just come to forget about them. The Historic attractions were popular in the 1950's, but by the time we are in the 2050's it will be mostly forgotten.

The 1950's was a time when attractions were very popular. According to Source 1, "Visitors relished these amusing odities, especially during the peak of their popularity in the 1950's." (Source 1 7). This shows roadside attractions were famous at one point and now they are not. The reason for roadside attractions being created was to boost economy in small towns. Attractions were being built in 1930's when the creation of automobiles became accessible. As shown here, "As automobiles became more popular in the 1930's small towns had found ways to lure road-weary tourists to stop and spend money there." (Source 1 7). This shows that the reasoning for them being made was to boost economy in small towns, but again

## Grade 7

Student-11

Score Point 1/2/2

This was a different era. These attractions won't be popular in the 2030's or 2050's the world's interest has shifted from visiting attractions to electronics. Another point worth bringing up is have you heard of most of these attractions like, Wrecking Ball, World's Largest Flying Pan, World's Largest Light Bulb, and World's Largest Tire. There is many more attractions, but more or less you get the point.

The Mother Road was destroyed causing some attractions to lose Popularity. If the mother road was not mostly forgotten the world forgetting about these attractions would not be a question. The Mother Road is Route 66. As shown here, "Although the original Route 66 was eliminated in 1985, many parts are still drivable, and many attractions can still be visited." (source 3 10). This shows that Route 66 was eliminated, to lessen the confusion Route 66 is drivable but eliminated, which caused people to not know that it is drivable and losing its popularity.

**Grade 7****Student-11****Score Point 1/2/2**

A way to finalize this idea that historical attractions that continue will not remain to be meaningful. The era of historical attractions is already at its end. The stories of them fade away. The main road they have been protected on has been eliminated, so now it is time to let them go.



**Grade 7****Student-11 Annotation****Score Point 1/2/2****Purpose, Focus, and Organization - Score Point 1**

While this response is well-written, related to the topic, and discusses the meaningfulness of roadside attractions, the essay does not tell why they are meaningful, only why they are not meaningful. Providing an opinion essay rather than informative approach, this response demonstrates little or no awareness of the purpose, audience, and task for this reason.

**Evidence and Elaboration - Score Point 2**

The response provides some clear support/evidence for the controlling idea that includes partial use of sources, facts and details. However, because the response does not appropriately address the prompt and mode, it cannot get a higher score.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, capitalization, sentence formation and spelling are all adequate, with very few errors overall.

## Grade 7

Student-12

Score Point 1/1/2

Have you ever wanted to visit a roadside attraction. You could probably visit one in your town. Almost every town may have a roadside attraction. Some roadside attractions have been around since the 1930s to now 2022 and are going to be around for even longer. Most road side attractions are advertized on billboards. If you have any roadside attractions go visit them see what you could find on your adventure.

There are many roadside attractions. There are many all over the world. Such as Outman that's in Arizona, the Clown motel in Nevada, Alligator farms in Florida, water tower decorated as a catsup bottle in Enterprise, Alabama. Drive on your towns highway and see what road side attractions you could find. At roadside attractions you could find souvenirs and memorabilia. At the

**Grade 7****Student-12****Score Point 1/1/2**

Largest dry caven in the West you could play mini golf spotted with dinasaws.

To sum it all up, If you are looking to visit a roadside attraction drive on your local freeway and you may find some fun stuff. Or you could be one of those people that open their own roadside attraction. Go hit the road and visit a local roadside attraction near you.

**Grade 7****Student-12 Annotation****Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and discusses roadside attractions, but demonstrates little or no awareness of the purpose, audience, and task. This paper is persuasive (*Go hit the road and visit a local roadside attraction near you*) rather than informative and does not discuss why the historic attractions that still remain continue to be meaningful. The introduction and conclusion are present but inadequate and transitional strategies are used inconsistently. Most importantly, the response must be an informative essay to achieve a higher score.

**Evidence and Elaboration - Score Point 1**

The response provides minimal support/evidence for the controlling idea, making little use of sources, fact, and details. Evidence from sources is weakly integrated: sources are used but not cited or referenced, and because the response does not clearly respond to the task, it cannot reach a higher score.

**Conventions - Score Point 2**

The response demonstrates an adequate command of basic conventions. Usage, punctuation, capitalization, sentence formation and spelling are all adequate, with very few errors overall.

## Grade 7

Student-13

Score Point 1/1/1

## Roads

Street Roads are super important to U.S, why? because they have beautiful stuff in there, but the incredible part about this roads is that they have big things like big ketchup bottle or big dinasours etc.

One of the best roads in all U.S is the route 66, this road has incredible stuff but in the 1800s people destroy some places.

Jeff and Kelly were tourist that liked to see the world so they made a trip to New York where they found fun and incredible stuff for example, Museums, a clown motel in Florida, alot signs. After that they decided that it was good to make T-shirts about their trip and sell them in the Internet.

<b>Grade 7</b>
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**Student-13 Annotation****Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and mentions roadside attractions, but demonstrates little or no awareness of the purpose, audience, and task. The response is focused on roads and road trips rather than why the historic attractions that still remain continue to be meaningful. Without responding to the prompt, the highest score that can be reached is a 1 in PFO.

**Evidence and Elaboration - Score Point 1**

The response provides minimal support/evidence for the controlling idea, making little use of sources, fact, and details. References to the text are general and mostly unelaborated. Erroneous information is included (*this road has incredible stuff but in the 1865 people destroy some places*). Furthermore, without responding to the prompt, the highest score that can be reached is a 1 in EE.

**Conventions - Score Point 1**

The response demonstrates a partial command of basic conventions. Errors with capitalization (*Roads, route 66, JeFF, kelly, Museums, Interhet*), spelling (*inportant, beutiful, dinasours, treap, Interhet, entertraining, thime*), usage (*tourist/tourists, destroy, destroyed*), and punctuation.

## Grade 7

Student-14

Score Point 1/1/1

The Story was about route 66 and  
it was Built in the 1800s you can visit it  
and buy souvenirs to remember that you  
went there there was a lady named  
Kelly with her husband and they wanted  
to know more about route 66 and  
why they built it so they did so-  
research



**Grade 7****Student-14 Annotation****Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and discusses roadside attractions, but demonstrates little or no awareness of the purpose, audience, and task. There is little to no application of a controlling idea. There are few to no transitional strategies and little discernable organizational structure. The response is an undeveloped list of reasons (*it was Built in the 1800s you can visit it and buy suveniers to remember that you went there*).

**Evidence and Elaboration - Score Point 1**

The response provides minimal support/evidence for the controlling idea that includes little or no use of sources, facts and details. References to the text are general and unelaborated, resulting in a list of facts. Language and sentence construction are both limited.

**Conventions - Score Point 1**

This brief response demonstrates a lack of command of basic conventions. Errors are frequent and severe. Punctuation is absent, apart from the misplaced period at the end of the response and demonstrates no control over sentence construction. Capitalization (*Story, Built, route 66*), spelling (*soveniers, bult*) and usage (*here husband, why the bult it, so they did so. research*) errors are too frequent in this brief response.